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ABSTRACT

Designed for teachers to use with intermediate and junior high level students, the activities in this booklet focus on the newspaper as a teaching tool in three broad areas: (1) Language Arts; (2) Reading and Language; and (3) Reading, Language, and Math. The language arts section contains 14 activities identifying parts of speech, practicing alphabetization, writing skills, analysis, and synthesis, under such titles as "Verbose Sports Writers," "Jumping Gerunds," and "Amazing Advertising Antics." The three activities in the reading and language section promote reading and critical thinking skills. "Apartment Hunting," "Sports Shorts," and "Coupon Clippers Colossal Cash Craze" incorporate math with reading and language art skills in the final section. Materials required for most of these activities include newspapers, construction or notebook paper, scissors, glue, and pencil or pen. (Nine worksheets and four pages of sample questions/directions are included.) (SR)

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HOOK 'EM USING THE NEWSPAPER AS BAIT

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GAZETTE TELEGRAPH
NIE
NEWSPAPER IN EDUCATION

BEST COPY AVAILABLE

By Jody Rodine
Lake George Elementary School

"HOOK 'EM USING THE NEWSPAPER AS BAIT"

The activities in this booklet are designed for use with Intermediate and Junior High level students. Please feel free to adapt and change, modify, simplify, or make these activities harder depending upon your class's ability, size, and interest level.

GOOD LUCK!! Keep using the newspaper!

Jody A. Rodine
South Park Schools
Lake George Elementary School
Compiled June 1986

AS211344

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TITLE OF LESSON: Newspaper Opposites

OBJECTIVES:

To have the student identify opposites (antonyms) from the newspaper.

To have the student use higher level thinking skills of application, analysis, and synthesis.

To have the student create a design using newspaper opposites.

MATERIALS:

Newspaper
Construction paper or notebook paper
Glue, scissors, pencil, marker

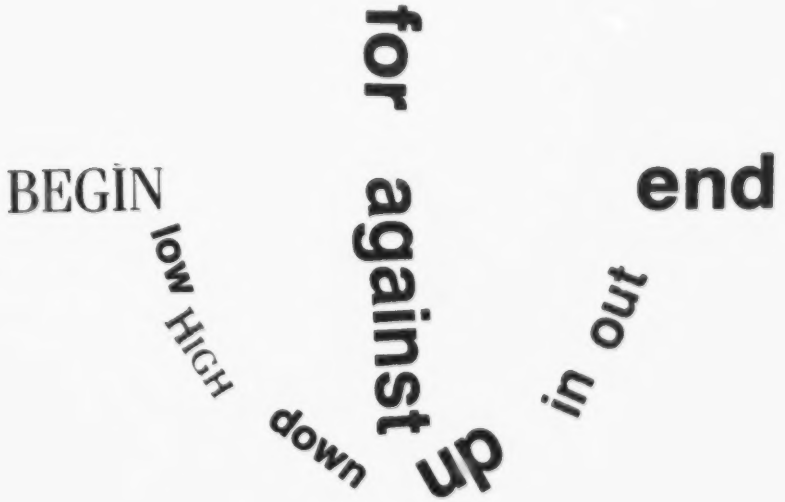
PROCEDURE:

1. Have the student search the newspaper for opposites and cut out words and/or pictures which show opposite concepts.

2. Student should lay out words on the paper first, creating a design.

3. After the student accumulates the set amount of words (anywhere from 10-20 opposites = 20-40 words and/or pictures), the student should glue the words/pictures down onto the paper. Lines may be drawn inbetween the words/pictures to create a design if the student so desires. (However, the pictures/words still should create a design, with or without lines).

4. Share the word "antonym" with the students (if they don't already know or have forgotten what an antonym is). Have students share their work with their classmates when everyone is done.



TITLE OF LESSON: Nutty Nouns (finding common and proper nouns, along with singular and plural nouns)

OBJECTIVES:

Students will identify, analyze, and categorize different types of nouns.

Students will apply their knowledge by sorting nouns into categories of common and proper nouns, and singular and plural nouns

MATERIALS:

Newspapers
Copies of either or both worksheets
(Worksheet #1 -- Common and Proper Nouns)
(Worksheet #2 -- Singular and Plural Nouns)
OR
Construction paper
Scissors, glue, pencils

PROCEDURE:

1. Review common and proper noun concepts with students, having them give oral examples. Do the same with singular and plural nouns.

2. Give the students the worksheets, or have them use their own paper or construction paper and verbally explain the task.

3. Students will cut out nouns and glue them into the proper categories.

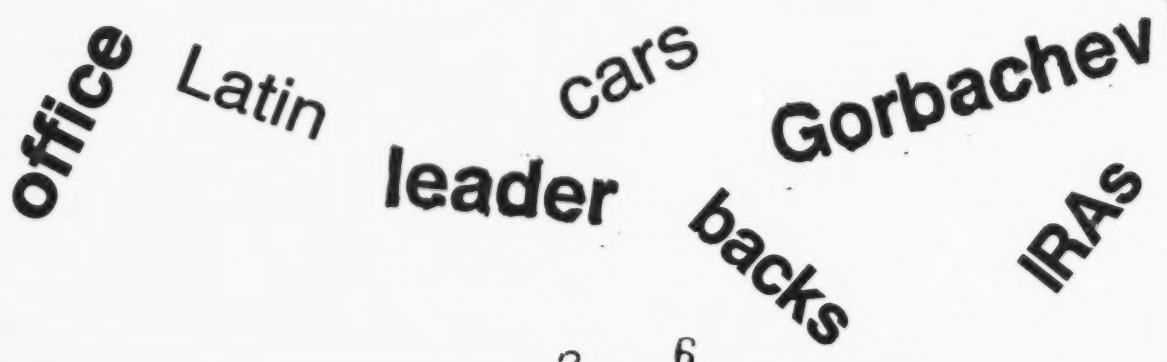
4. Have them share their work, or just turn the work in wherever you desire.

EXTENSION:

Review possessive nouns, both singular and plural. Have students search for them, also.

If students fully understand the concepts of possessive nouns, plural nouns, and common nouns, have them find plural possessive nouns and plural nouns (common) nd list them on paper.

Combine all types of nouns into an activity for students. Stories, sentences, news articles, poems, or human interest feature stories can be written for practice in this concept.



NAME: _____

IDENTIFY (from the newspaper) all the common and proper nouns you can find.

Glue the words into the appropriate columns below. Try to find as many as you can! (At least 10 of each).

COMMON NOUNS	PROPER NOUNS

NAME: _____

FIND all the singular and plural nouns you can in the newspaper. Cut out the word, glue it into the proper column and write either the singular or plural noun next to the word you have from the paper.

SINGULAR NOUN (Plural)	PLURAL NOUN (Singular)

TITLE OF LESSON: Vivacious, Vicious Verbs Vent Victory!

OBJECTIVES:

To have students identify action verbs and being verbs.

To have students show verbs in past tense, present tense, and future tense phrases or situations.

MATERIALS:

Newspaper
Construction paper or notebook paper
Scissors, glue, pencil or pen

PROCEDURE:

1. Review concept of action verbs and being verbs. Have students orally give examples.

2. Ask students to give action verbs in past, present, and future tenses. (Example: "Yesterday I ....., today I ....., tomorrow I will .....")

3. Students then will cut out examples of action and being verbs (direct them to do this). These can be used in sentences or put into columns on the construction paper or notebook paper.

4. Have students cut out past tense verbs. Put them in one spot. Then cut out present tense and future tense verbs (these can be whole sentences with verb phrases) and set them aside. These also may be used in original sentences which the students write, or put into columns on notebook or construction paper.

5. Check students' work as they are cutting and pasting the verbs onto their papers.

6. Have students share their ideas with the whole class, with a group, with a partner, or just with you.

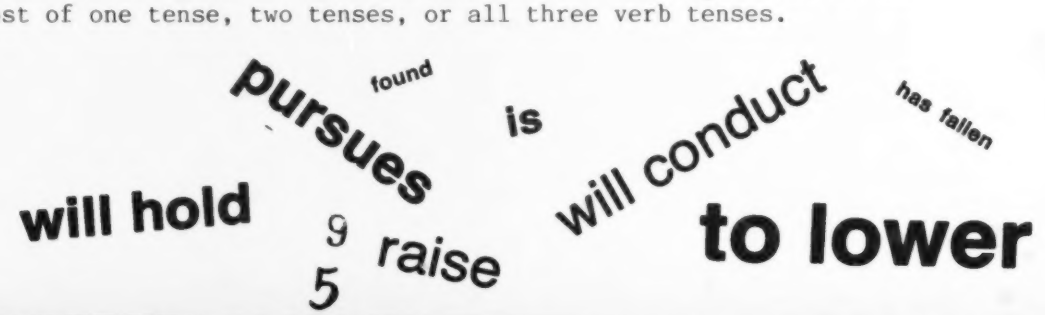
EXTENSION:

Write a story using one type of verb only (action or being, or one of the tenses).

Write a story using both action and being verbs.

Write a story or sentences with just one verb tense.

Have a contest to see who can find the most action & being verbs, or the most of one tense, two tenses, or all three verb tenses.



NAME: _____

FIND all the action verbs you can. Glue them into the action verb column.

THEN FIND as many "being" verbs as you can (is, am, are, was, were, seems, feels, etc.). Glue them into the being verb column.

ACTION VERBS

BEING VERBS

NAME: _____

LOOK for past tense verbs. (He/She ran to the store yesterday.) Cut them out from the newspaper and set them aside.

SEARCH for present tense verbs. (They walk quickly to the swimming pool.) Cut the present tense verbs from the newspaper and set them in another stack.

SEEK future tense verbs. (Tomorrow they will go roller skating.) Cut the future tense verbs from the newspaper and set them aside in a third stack.

THEN GLUE your verbs into the appropriate columns (past, present, future).

PAST TENSE	PRESENT TENSE	FUTURE TENSE

TITLE OF LESSON: Verbose Sports Writers OR
"What Sports Verbs Are THOSE??!"

OBJECTIVES:

To have students recognize verbs from the sports section of the newspaper.

To compare sports jargon and verbs with regular verbs in the newspaper.

MATERIALS:

Newspapers with several sets of Sports Sections
Construction paper, notebook paper, or worksheet
Scissors, glue
Pencil or pen

PROCEDURE:

1. Go over, together as a class or in small groups, verbs in the newspaper. Also read the verbs on the Sports pages and discuss the difference between those verbs and regular verbs from the newspaper.

2. Have students cut out all the sports verbs they can find. They may either glue these down on construction paper, notebook paper, or the worksheet.

3. Have students find regular (non-sports) verbs from the paper. Glue these down onto the same or a different piece of paper.

4. Compare the two verbs.

5. Students can write another similar verb next to the sports verb. This will give them practice with their language and writing skills.

EXTENSION:

Students can write a story using sports jargon and sports verbs.

Students can compare regular verbs and sports verbs, writing sentences or writing a sports story.

Students can find alternate verbs for both sets of verbs (sports and regular). These can be written next to the cut-out verb.

Speedy U.S. icers skate circles around Yugoslavia

Flames shut down Devils

NAME: _____

VERBOSE SPORTS WRITERS

("What Sports Verbs Are THOSE??!")

Find all the sports verbs from the sports pages. Cut them out and put them on your paper. Write another verb next to the sports verb. What do you think the verb means? What did the writer imply or mean when he/she wrote that verb? EXPLAIN!

EXAMPLE:

Giant
a goat
again

TITLE OF LESSON: Subject and Predicate Search

OBJECTIVES:

To have students identify subjects and predicates from reading articles in the newspaper.

To have students write their own subjects or predicates using the newspaper.

MATERIALS:

Newspaper
Construction paper, notebook paper, or worksheet
Pencil or pen, crayons or thin markers
Scissors, glue

PROCEDURE:

1. Explain subjects and predicates. Use either the "50-yard line" concept or give plenty of examples.

2. Have students find an article which is interesting to them. Have them circle the subjects in one color and the predicates in another color, or cut out the subject and put it on one side of the "dividing line", and put the predicate on the other side. LABEL.

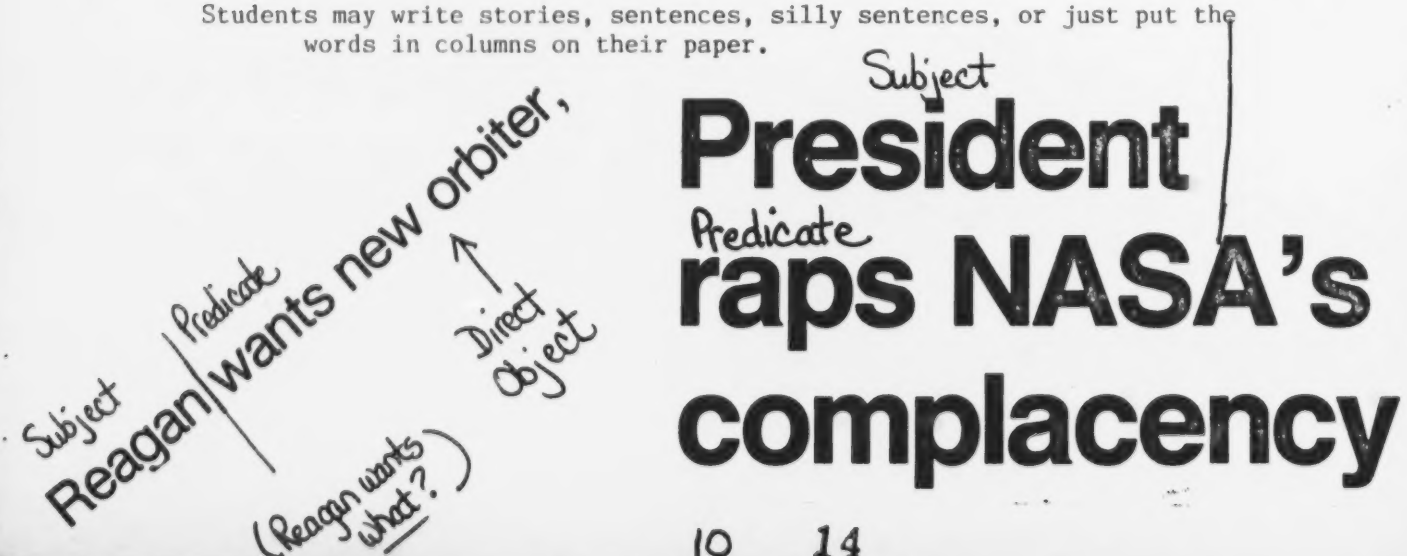
3. Have students write their own examples of subjects and predicates by choosing a subject (noun) from the paper and pasting it onto paper, then completing the sentence. This also can be done by cutting out a predicate from the paper and writing a subject into the sentence.

EXTENSION:

Have students search for <u>direct objects</u> to go along with the subjects and predicates.

Have students search for <u>direct objects</u> and <u>indirect objects</u> along with the subject and predicate.

Students may write stories, sentences, silly sentences, or just put the words in columns on their paper.



NAME:_____

SUBJECT/PREDICATE Search

FIND an article which is interesting to you. Circle the subjects in one color of crayon or marker. Circle the predicates (or underline them) in a different color crayon or marker.

OR

Cut out subjects and put them on one side of a "dividing line" (make 2 columns) and cut out predicates to put on the other side of the line. LABEL which words are the subjects and which are the predicates.

11

TITLE OF LESSON: Subject/Verb Agreement

OR

"Who is shaking hands with whom?"

OBJECTIVES:

To have students use the newspaper to find examples of subject/verb agreement.

To have students create their own subject/verb agreements.

MATERIALS:

Newspapers
Construction paper, notebook paper
Can use small "concentration-type" cards (small game cards)
Scissors, glue
Pencil or pen, crayons or thin markers

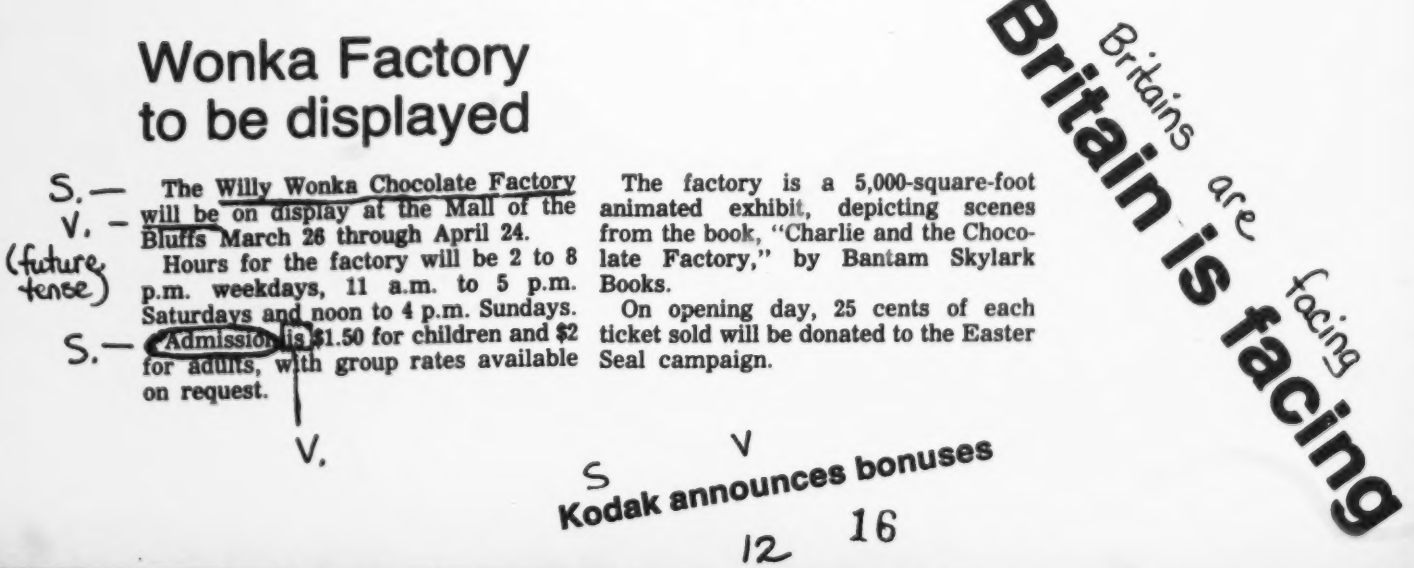
PROCEDURE:

1. Have students read an article which interests them and circle all the subjects in one color and all the verbs which go with the subject in another color.

2. Students can cut out subjects and verbs and glue them onto their papers, making them agree (singular with singular, plural with plural).

3. Students can cut out different subjects, different verbs, and put them on game cards. They may then play a modified "Concentration" or "Old Maid" to get subjects and verbs to agree.

4. Students could put subjects in one column, verbs in another column, and have another student draw lines to match the subjects and verbs. (I usually tell my students to go with what sounds the best when they're in doubt--I have them read the subject/verb aloud so they can hear the language).


Wonka Factory to be displayed
S.— The Willy Wonka Chocolate Factory will be on display at the Mall of the Bluffs March 26 through April 24.
V. — Hours for the factory will be 2 to 8 p.m. weekdays, 11 a.m. to 5 p.m. Saturdays and noon to 4 p.m. Sundays.
(future tense)
S.— Admission is $1.50 for children and $2 for adults, with group rates available on request.
The factory is a 5,000-square-foot animated exhibit, depicting scenes from the book, "Charlie and the Chocolate Factory," by Bantam Skylark Books.
On opening day, 25 cents of each ticket sold will be donated to the Easter Seal campaign.
V.
Britains are facing
Britain is facing
S V
Kodak announces bonuses
12 16

TITLE OF LESSON: Positively Primo Parts of Speech Search

OBJECTIVES:

To have students search for and identify parts of speech such as nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, etc.

To have students analyze and categorize the different parts of speech.

To have students use the parts of speech correctly in sentences.

MATERIALS:

Newspaper
Notebook paper, construction paper
Scissors, glue, pencils, ruler if needed

PROCEDURE:

1. Review parts of speech such as nouns (person, place, thing, or idea), verbs (action or being), adjectives (describing words, esp. with nouns), adverbs (modify a verb and usually end in "ly"); you can go on to prepositions, pronouns, conjunctions, etc.

2. Have students cut out the parts of speech you desire, depending upon your activity. Then have them glue the word or words in the proper place on notebook paper or construction paper (depends upon the activity you choose).

ACTIVITY IDEAS:

1. Have students list nouns and verbs on construction paper in columns or sections.

2. Have students list nouns, verbs, and adjectives in columns or sections.

3. Have students use the correct part of speech in a sentence. They write a sentence first and then insert a word, or write the sentence around the cut-out word.

4. Have them do <u>both</u> listing and sentence writing, either on the construction paper or their own notebook paper.

5. Students can write humorous sentences, opinion sentences, stories, serious sentences, or "make-believe" sentences using the parts of speech.

6. Students can trade words with one another and use someone else's words for their own part of speech assignment.

7. Have them write sentences using a noun, verb and adjective only. Modify this to include a pronoun in place of a noun, and add determiners, prepositions, conjunctions, or adverbs.

8. Have a contest to see who can find the most nouns and verbs, or the most nouns and pronouns; also can be used with nouns and adjectives, verbs and adverbs, verbs and adjectives, pronouns and verbs, prepositions and nouns, prepositions and verbs, adverbs and adjectives, etc.

9. Cut out 20 different words, using the various parts of speech (as you so choose for them). Have them write a story or a paragraph (or two) using all the parts of speech which you have designated.

10. Divide nouns into two parts: common and proper. Have them list (out of the newspaper) as many as possible, or a set number of each type of noun. Put on construction paper. (Can be made into a contest).

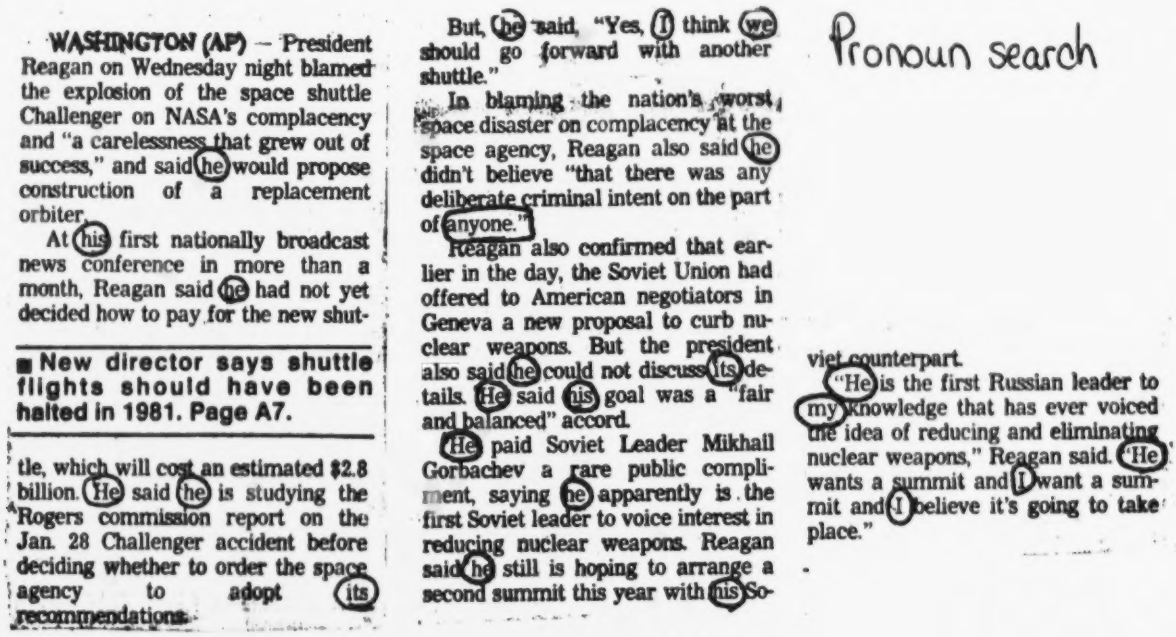
11. Use plural and singular nouns. They may list into columns, write the nouns into sentences, or have a contest to see who can find the most.

12. Verbs: identify past tense, present tense, and/or future tense verbs. Have students list into columns, write sentences, have a contest, or use the verbs with nouns and adjectives and use in silly sentences.

13. Direct Objects: A direct object is a word that tells what or who receives the action of the verb. Have students search for direct objects, or create their own sentences and cut out direct object words from the newspaper, writing them into sentences.

14. Prepositions: Have students do a preposition search, or identify all the prepositions in an article or the comics, the classified ads or regular ads. This can be turned into a contest, or just as a fun activity.

15. Pronouns: Circle all the pronouns found in an article or comics. Or use pronouns and a direct object search together, having the students find the direct object pronoun.



WASHINGTON (AP) – President Reagan on Wednesday night blamed the explosion of the space shuttle Challenger on NASA's complacency and "a carelessness that grew out of success," and said he would propose construction of a replacement orbiter.

At his first nationally broadcast news conference in more than a month, Reagan said he had not yet decided how to pay for the new shuttle, which will cost an estimated $2.8 billion. He said he is studying the Rogers commission report on the Jan. 28 Challenger accident before deciding whether to order the space agency to adopt its recommendations.

■ New director says shuttle flights should have been halted in 1981. Page A7.

But, he said, "Yes, I think we should go forward with another shuttle."

In blaming the nation's worst space disaster on complacency at the space agency, Reagan also said he didn't believe "that there was any deliberate criminal intent on the part of anyone."

Reagan also confirmed that earlier in the day, the Soviet Union had offered to American negotiators in Geneva a new proposal to curb nuclear weapons. But the president also said he could not discuss its details. He said his goal was a "fair and balanced" accord.

He paid Soviet Leader Mikhail Gorbachev a rare public compliment, saying he apparently is the first Soviet leader to voice interest in reducing nuclear weapons. Reagan said he still is hoping to arrange a second summit this year with his Soviet counterpart.

"He is the first Russian leader to my knowledge that has ever voiced the idea of reducing and eliminating nuclear weapons," Reagan said. "He wants a summit and I want a summit and I believe it's going to take place."

Pronoun search

TITLE OF LESSON: Jumping Gerunds!!

OBJECTIVES:

Students will be able to find (or create) gerunds from the newspaper.

Students will incorporate language, thinking, and writing skills into putting gerunds onto paper.

MATERIALS:

Newspapers
Construction paper or notebook paper
Scissors, glue
Pencil or pen

PROCEDURE:

1. Review the concept of a gerund.

   GERUND: A verb or verbal phrase which acts as a noun. Usually the verb ends in "ing" or "ed", and is used in the sentence as a noun. EXAMPLE: Rafting is great!
   Hiking is fun!
   Skiing is wonderful!

2. Have students look for gerunds in the newspaper, or cut out words and put together in sentences to form gerunds.

3. Glue the words down onto the paper. Read together as a class, or have students share with another student.

Snowplowing saves lives.

Woodcarving IS MAGNIFICENT!"

NAME:_____

JUMPING GERUNDS!!

FIND or CREATE as many gerunds as possible by using your newspaper. Cut out verbs or verb phrases to make either sentences, a silly story, or a poem from the gerund.

EXAMPLE:

Skiing adds ENTERTAINMENT.

TITLE OF LESSON: Practicing Participles

OBJECTIVES:

To help the student locate participles from the newspaper.

To apply language skills into everyday reading and analyzing of the newspaper.

To form participle sentences from the newspaper.

MATERIALS:

Newspapers
Construction paper or notebook paper
Scissors, glue
Pencil or pen

PROCEDURE:

1. Review concept of participles for the students.

   PARTICIPLE: A verb or verb phrase that acts as an adjective or an adverb, and usually defines "which noun."

   EXAMPLES: The firefighters <u>hosing down the adjacent building</u> had very little time to escape.
   (Which firefighters? The ones <u>hosing down</u>...)

   The baby crawling on the floor....
   (Which baby? The one <u>crawling</u> on the floor)

   The tree crashing through your roof...

   The flag waving in the breeze...

   The weeds growing in your lawn...

2. Have students look for participles in news, feature, and human interest stories. If they can't find participles in print, have them cut out verbs or verb phrases and make their own participle sentences.

3. Students can write sentences, stories, silly sentences or silly stories, or even adapt this to writing poetry.

NAME:_____

PRACTICING PARTICIPLES!

Read the newspaper carefully. SEARCH for participles in the paper. Cut out the participle or phrase and make sentences, a silly story, a serious story, a news story, or a poem from the participles.

EXAMPLE:

coming towards the deck was terribly familiar.

TITLE OF LESSON: Newspaper Alliteration

OBJECTIVES:

To have student learn about alliterative words and find them in the newspaper.

To incorporate language skills, such as creative writing and poetry, into the newspaper activity.

MATERIALS:

Newspapers
Poetry books, if available
Construction paper or notebook paper
Pencil or pen
Scissors, glue

PROCEDURE:

1. If you are doing different types of poetry, make sure you've reviewed the types of poetry with students. (Example: Cinquain, Haiku, etc.)

2. Review alliteration (words which start with the same letter) with the students. Perhaps you could choose a page of the paper and, as a class or small groups, go over all the words which start with a certain letter that appear on that page.

3. Have students choose a letter or randomly assign letters to the students. (I use an envelope and draw their names from the slips of paper in the envelope, starting at the beginning of the alphabet and the name I draw uses that letter).

4. Students can do several things with the words:

   Make up silly sentences with their alliterations.

   Write a story using the alliteration words with one letter.

   Write a poem or several poems using the words.

   List all the words on the paper and see how many they can find.

   Have a contest to see who can find the most words with their letter.

   Combine sentences with another student who has a different letter.

   Write a story, having two or three students working together.

   Write silly sentences, having students work together.

5. Glue the words down onto the paper after deciding which activity to pursue.

6. Modify, create your own activities, have fun!!

Solar Systems

Save

Saturday SUN Solstar

Telegraph

to terrestrial time Trons

TAPS THEIR

two trips through traffic!

TITLE OF LESSON: Amazing Advertising Antics

OBJECTIVES:

Students will be able to locate different advertisers from the newspaper.

Students will practice alphabetizing skills.

Students will use critical thinking skills when completing this activity.

MATERIALS:

Newspapers (especially classified ads, Sunday ads, and extra circulars which come with the paper)
Construction paper or notebook paper
Scissors, glue
Pencil or pen

PROCEDURE:

1. Have students choose several ads or newspaper sections.

2. Students should look for different advertisers who appear in the paper. They will then cut out the advertiser's name or logo and place on their paper (NOT putting glue on it yet!).

3. Students should try to get an advertiser for each letter of the alphabet (at least one for each letter). If the student has more than one letter of advertiser (for example, 3 "B" advertisers), those will need to be put into alphabetical order within that main letter ("B").

4. Students can put these into columns, lines, designs, etc.

5. Make sure students get advertisers' names, and not just the product.

6. Students then glue the advertisers' names (which they have cut out) onto their paper. (This should only be done after they have their advertisers in alphabetical order!).

TITLE OF LESSON: Amazing Advertising Antics, PART 2

OBJECTIVES:

To have students write their own "want ad" after studying the classified ads from the newspaper.

To have students categorize classified ads and use higher-level thinking skills in the process.

To develop creativity with the newspaper.

MATERIALS:

Newspaper
Notebook paper or bond paper
Pencil or pen, crayons or markers
Scissors, glue, ruler if necessary

PROCEDURE:

1. Have students read the classified ads.

2. Have students cut out a classified ad which they could apply to their lives. Have them write out qualifications of themselves for that specific ad. OR Have students write their own want ad after reading the classifieds.

3. Have students glue ad(s) on notebook or bond paper, along with their reasons for wanting the job, or their qualifications, etc.

4. Have students re-categorize the want ads in their own way. They may either state how they re-classified the ads, or have another student try to guess the classification. The ads should be cut out and put on a separate sheet of paper for this activity.

EXTENSION:

Students can write several of their own want ads, using a topic of their choice, or of yours.

Students can answer a want ad, using a pamphlet or brochure they create about themselves to go with the want ad.

Students may try to apply for a job from the want ads. You could have them practice telephone techniques, writing skills, and good presentation skills.

225

EDITOR WANTED FOR SMALL OUT-DOOR-ORIENTED NEWSPAPER. MUST HAVE EXP IN ALL PHASES FROM START TO FINISH. SEND RESUME: PERSONNEL DEPT, P.O. BOX 1085, MONUMENT, 80132

JOURNEYMAN, 2yr apprentice electrician wanted. Good wage, benefits, profit sharing. Send resume to ECS, PO Box 6162, CSC 80934

BELLY DANCERS Eastern Onion needs Belly Dancers. Must have reliable transp. 593-1007

PAINTER'S helper. Must have prior paint shop experience or need not apply. Steady hours. Call Jeff, 634-1969

DYNAMIC HYGIENTIST Part or Full time, motivated individual to join enthusiastic Perio Preventitive Dental Practice 597-5748, 3225 W. Carefree Cir

HAIRDRESSER want to own your own shop but don't have the money? Set up shop in my shop & be your own boss. 475-8320, 634-0445

Sheet Metal Fabricator shear brake & punching exper. Read prints & make own set ups preferred. Call for appt 593-5900

Secretary-Recept needed, PT, could become FT. Typing, phones, real estate backgrd pref. Send resume to: PO Box 757, CSC 80901

TITLE OF LESSON: Writing Skills and the Newspaper

OBJECTIVES:

To have students practice writing skills and language skills by using the newspaper.

To incorporate language skills into everyday life.

MATERIALS:

Newspaper
Notebook paper, construction paper
Scissors, glue
Pencil or pen

ACTIVITIES:

1. Give the student a story without the headline. Have him/her write a good headline which makes sense to go with the story.

2. Give the student a headline from the newspaper, and the first two (2) paragraphs of a story. Have the student finish the story on his/her own. Read to the class. Also, other students could pick out the headline and 2 or 3 paragraphs, and have students trade with each other.

3. Identify the 5 W's and the H in a news story (who, what, where, when, why, and how). Have students write out each W and its counterpart information from the newspaper.

   EXAMPLE: WHO: Denver Broncos
   WHAT: Played a football game at home against San Diego
   WHERE: In Denver
   WHEN: Last Saturday night
   ETC.

4. Have the student find a couple paragraphs from the newspaper. Have them finish the story, using the inverted pyramid style (general information first, details as the story progresses). Have them write a headline to go with the story.

5. Your own creative ideas!

What bird stands 4½ feet tall, has a 7½-foot wing span, a loud bugling call that can be heard for two miles, and the tragic distinction of being one of the rarest birds in the world?

This great white bird is the whooping crane. Whooping cranes have not been abundant in the last 5,000 years, but within this century they have been pushed to the brink of extinction. In the mid-1800s there were approximately 1,300 whoopers. But because of the destruction of their marshland habitat and hunting grounds, the whooping crane population hit a low of 23 (captive and wild) in 1941 — only 23 whooping cranes in the world.

That's when serious efforts began to save the whoopers.

First, the bird was declared an endangered species (a species that is in immediate jeopardy of becoming extinct). Under such protection, the remnant wild whooping crane flock is now closely observed and protected on its Texas wintering grounds by the U.S. Fish and Wildlife Service. Likewise, the Canadian Wildlife Service protects its summer nesting grounds from human disturbance. Together these two agencies track the crane during migration and close fall hunting seasons when necessary to provide the birds a safe passage.

ADDITIONAL MISCELLANEOUS LANGUAGE IDEAS

1. Have students cut out vocabulary words which they don't know. Look up the word in a dictionary, give the dictionary definition (as to how the word is used in context in the newspaper), and use the word in a sentence.

2. Develop vowel blends and consonant blends for which the students can search. Have them cut out the blends and put on paper. (Example: ee, ea, ou, oo, ious, ld, nd, st, sl, etc.)

3. Hunt out apostrophes in the paper. See whether they are used correctly or not. Find apostrophes in contractions, possessives, or plurals. Cut them out and glue them to paper, either putting in columns or categories, or making a collage from the apostrophes and words.

4. Have students read several feature articles from the paper. Then have them interview each other or someone else in school, and write a human interest feature story using their interview information. These can be posted around the room, in the halls (if you need to have permission, don't forget to ask and obtain it!), or create your own newspaper.

5. Take some English skills which are covered in your English/Language book and adapt them to the newspaper. Have students help you come up with new ideas!

6. Give students sentence starters and have them finish the sentences using words from the newspaper.

   Examples:

I like...	Parents are...	I think...
My favorite pet is...	This summer I...	I want...
My pet peeve is when...	School is...	I enjoy...
My best friend is...	My happiest moment was...	I'm sad when...

7. Have students pick the number of syllables they want to find in words from the newspaper (either 3, 4, 5, 6, or more syllables). Students cut the words from the newspaper and put them onto a sheet of construction paper or bond paper. This activity can be modified easier or harder, depending upon the students' ability level.

8. Have students find words which include prefixes, suffixes, or both prefixes and suffixes. Cut out and paste onto paper. Circle the base word, underlining the prefix or suffix. Or draw dividing lines between the prefix, base word, and suffix.

TITLE OF LESSON: Independent Research with the G.T. TV Magazine

(Since kids sometimes watch so much TV these days, it would be nice for them to be able to make intelligent choices about what they will watch. This also is good for teaching them how to read charts and schedules).

OBJECTIVES:

The student will read the TV magazine and answer questions concerning times, dates, and other specifics of television viewing.

The student will answer a minimum of 10 questions and furnish answers to those questions.

The student will better learn how to read charts and time schedules. The student also will learn to follow directions.

MATERIALS:

Several TV magazines
A piece of notebook paper or two
Pencil or pen

PROCEDURES:

1. Have the student pick one set of questions to answer. (These probably will have to be up-dated once in a while due to scheduling changes and new programming which appears).
2. Student will do the research by using the TV magazine and questions.
3. Student will answer the questions on his/her notebook paper.
4. Student will turn in his/her answers to the Newspaper box (or other designated place). Student should make sure his/her name and date are on the notebook paper, along with which set of questions he/she answered. (You may want to have them numbered or in a certain order).

EVALUATION:

You may read the answers yourself, or have a parent helper, aide, special excelled student, etc. to help with this. Perhaps some advanced student who has these skills and will be qualified to make judgments about the answers can be used. The final evaluation should come from the teacher. Points may be given toward a Reading grade, or a chart can be used for keeping track of folders done and points earned as some special reward. Grades also may be given, if necessary.

QUESTIONS FOR INDEPENDENT RESEARCH WITH THE G.T. TV MAGAZINE #2

PROCEDURE:

1. Pick one set of questions to answer.
2. Read the question and do the research.
3. Answer each question on your notebook paper. As much as possible, please put the answers in complete sentences!
4. Turn in your answers to the designated place (where your teacher told you they go). Please make sure your name and date are on the notebook paper with your answers.

QUESTIONS:

1. Read the Cover story and then write down three (3) facts you found in the story.
2. Name two sports events which will be shown during the week. On what day, time, and channel are they shown?
3. What movie is on Thursday night on HBO at 6:30 p.m.? How long does it last? Who are the stars appearing in the movie?
4. Name four (4) shows on every day of the week at 3:30 p.m.

   GIVE the name of the show, the channel it is on, and how long it lasts. Make sure it appears every week day, Monday through Friday.
5. Name five (5) shows on the Disney Channel on Monday.
6. Pick out one of the pictures shown during the week days (in the TV magazine). Briefly, IN YOUR OWN WORDS, describe what the picture is about and who the picture involves.

   What time is the show on, what day, and what channel does this show appear? (The show that the picture is describing).
7. What time(s) is/are Jacques Cousteau on during the week? What channels show the program? What day(s) of the week can Jacques Cousteau be seen? Would you watch this show? WHY or WHY NOT? (Explain!)
8. Look through several TV magazines. What are two regular features in the magazine (besides the Cover story)?
9. List eight (8) different programs which appear on Channel 8 during the week.

#2, p. 2

10. You only have 1 TV set in your home. During the summer, you want to watch a movie in the evening but there is a special game or "Special" on. Everyone else in your family wants to watch this other program, except for you.

What are you going to do?
How can you satisfy everyone without having everyone's feelings hurt?
DESCRIBE what you would say, do, and how you are feeling.
PLAN some alternatives to this problem.

BONUS:

Keep track of all the television you watch during one full week (Sunday to Sunday). Make a chart and record your TV viewing.

Total up your hours of watching TV.

What did you learn from that? EXPLAIN.

In what other activities could you participate to lower your TV watching time?

Would you watch different programs the next time around, or would you keep watching the same programs? WHY? (Explain).

TITLE OF LESSON: Learn to Read "Between the Lines"

(This is a set of several articles cut out and put into folders. You need to read the article and then write or type several questions for the students to answer. The students will answer the questions included with the article after reading the article.)

OBJECTIVES:

To help each student read more carefully and with more comprehension.

To begin to foster critical thinking by asking literal, inferential, and evaluative questions.

MATERIALS:

Newspaper articles and questions (pre-made by you)
Different colored folders with pockets
Paper and pen

PROCEDURES:

1. Have the student pick out a folder. These can be arranged in a special bin for a learning center to be used during the day when finished with their other work. (Also may be used as part of the Reading curriculum).

2. Student will read the article in the folder.

3. Student will answer the questions which pertain to the article. Questions will be listed in the folder on a separate sheet of paper.

4. Student will use his/her own notebook paper to answer the questions.

5. Student will turn in his/her work to a newspaper box (or other designated place of your choosing) with his/her name on the paper, the date, the title of the article, and the number of the folder (if you have them numbered).

EVALUATION:

You may read through the answers the student has provided, making comments where necessary. Some ideas to evaluate are: quality of answers, the amount of thought which went into the answers (as evidenced by the length and quality), and any creativity which is present.

EXTENSION:

Students could draw their concept of the article.
They could write an editorial of their opinion of the subject.
They could hold a classroom debate with pro and con sides.
They could create their own questions and trade the folder with a classmate, having that classmate answer the student's questions.

TITLE OF LESSON: Sequencing Skills in Reading and Language

OBJECTIVES:

To have students comprehend what they are reading and be able to put cartoons, words, or paragraphs into correct sequence.

To have students use critical thinking skills in sequencing.

MATERIALS:

Comics from Sunday or daily newspaper
Newspapers
Construction paper, notebook paper
Scissors, glue
Pencil or pen, crayons

PROCEDURE:

1. This usually works better in pairs of students. Have one student read either a comic strip, a headline, a news story, or a human interest feature article ALL THE WAY THROUGH!

2. Student then will cut apart the newspaper item (comic, words, story, etc.) into sections or paragraphs (or words, as the case would be for a headline). Student #1 should lightly number or label the newspaper item in sequence. Student #1 then gives the activity to student #2, who reads the cartoon, headline, news story paragraphs, or human interest feature story paragraphs. After Student #2 reads the item, he/she will put the item into sequential order. This is a self-checking activity. When Student #2 is finished, he/she may check his/her work by looking on the back of the item for the number or label to show the correct sequence.

3. For slower readers or Special Ed kids, cartoons and headlines work the best.

4. For advanced readers, you may want to try cutting out an editorial, labeling it in sequence, putting the paragraphs in an envelope, and giving the envelope to the student. When the student is done with the activity, you may check the student's work or have another student check it. Students may trade envelopes with each other.

5. Paragraphs work well for medium to advanced readers. Some medium readers also enjoy comic strips, however.

SEQUENCING SKILLS, con't.

EXTENSION:

Have students cut out or white out the words and just have pictures in the cartoons. This helps visualize their sequencing skills.

Combine two stories (short stories) and have the students separate out which paragraphs go to which stories.

Have students use a few frames of a comic and then finish the comic strip with their own sections or frames.

Have students use a few paragraphs in sequencing, then finish writing the story using their own ideas and thoughts.

Have students read an editorial, putting it into sequence, and then write the opposite version or viewpoint to the editorial. Or students can analyze what was said in the editorial and critique it, agreeing or disagreeing; you may want them to write their own opinion and statements to support that opinion.

TITLE OF LESSON: Sports Shorts

(This activity will get the kids to read the Sports section and look at the sports pictures. It incorporates math, reading, language, and art into the activities).

OBJECTIVES:

The student will develop an enjoyment for the Sports section of the newspaper.

The student will read for content and answer sports questions, as well as some math and language questions.

The student will have a greater appreciation for sports figures and photographers.

MATERIALS:

Sports activity folders
Newspaper
Notebook paper, pen
Scissors, glue

PROCEDURE:

1. Pick a file folder on which to work.
2. Get a newspaper.
3. Answer the questions in the file folder.
4. Use the newspaper to find your own sports information. Record that, along with the answers from the folder questions, onto your notebook paper.
5. Pick out a photo from the sports section and tell me what you like or don't like about it. WHY? (Explain!) Cut the picture out and glue it onto your paper with your explanation.
6. Turn paper into the Sports Section newspaper bin.

EXTENSION:

Several folders can be made from one sport or many sports.

Have students draw pictures of sports events: humorous, serious, victorious, defeat, etc.

Have students cut out pictures and articles, putting them into a file folder. Or have them make up questions for other students to answer and trade folders. (Colored file folders work best for this).

Have students make a sports picture collage from different newspaper photos, and explain their rationale to the rest of the class.

TITLE OF LESSON: Apartment Hunting in the "Big City"

OBJECTIVES:

The student will be able to locate specific information from the classified ads by reading the newspaper.

The student will figure average, median, and mode of the prices listed for apartment rentals.

The student will analyze, categorize, and synthesize information obtained from the classified ads.

The student will begin to understand the differences in living situations for people.

MATERIALS:

Newspapers
Notebook paper, pen or pencil
Scissors, glue

PROCEDURE:

1. Pull out the classified ad section from a paper.

2. Find the apartment rentals.

3. Choose whether you want to do Furnished Apartments or Unfurnished Apartments. Then decide if you want to look at prices for 1-bedroom or 2-bedroom apartments. LIST this information on your paper.

4. Read the rentals, noting the lowest priced apartment and what comes with the apartment (number of bathrooms, number of bedrooms, whether or not utilities are paid for, whether you can have pets or not, if the apartment has a living room, etc.).

5. Cut the lowest priced apartment ad from the paper and glue onto notebook paper. LABEL it as the lowest priced apartment.

6. Note the highest priced apartment and what comes with it. Cut it from the paper and glue onto notebook paper, near the lowest priced ad. LABEL it as the highest priced apartment.

7. Compare the lowest priced apartment with the highest priced apartment. What is the same? What is different? LIST!

8. Out of all the apartment rentals listed (choose a minimum of 75 ads to scan), give the price range from lowest to highest, and list whatever figures occur between those two numbers. (Remember, you're either doing 1- or 2-bedroom apartments).

9. Count to see how many total listings there are. Find the average, the median, and mode.
   AVERAGE: Total cost, divided by number of entries
   MEDIAN: Number in the middle of the list
   MODE: Number(s) which occur(s) most frequently

   LIST on the same piece of paper (as your highest and lowest priced apartments) the average, median, and mode.

10. Turn in your paper to the designated place. Remember to put on your name, the title of the activity, and the date on your paper.

EVALUATION:

You can compare the results as a class and use them as a math activity or extension for everyone. Discuss the students' answers and any problems they might have incurred while doing this activity.

EXTENSION:

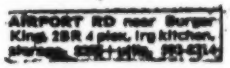
Do it with 2-bedroom or 3-bedroom apartments (if the students chose 1-bedroom apts.) or have different features included in the ads.

This would be fun to compare with the Denver Post or Rocky Mountain News classifieds!

Areas of town would be fun to judge. You could put a Colorado Springs map on the wall and have the students locate where the apartment is, then put in a push pin with a little piece of paper showing the price of the apartment. It would be a good study on local economy and geography, and can be extended into Social Studies.

Name
Date
Apartment Hunting

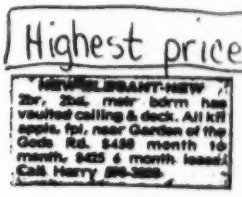
Lowest priced


AIRPORT RD near Burger King 2BR 4 plex, lrg kitchen, storage, $295/mth, 593-4314

Unfurnished apartments
2 bedrooms

4-plex building
2 bedrooms
Large kitchen
Storage area
$295/month
you pay utilities
Near Burger King on Airport Road

Highest priced


NEW!! BRAND-NEW 2br, 2ba, mstr bdrm has vaulted ceiling & deck. All kit appls, fpl, near Garden of the Gods Rd. $450 month to month, $425 6 month lease! Call Harry 593-3555

New
2 bedrooms — Master bedroom has high ceiling + deck
2 bathrooms
All kitchen appliances
Fireplace
$450/month if you rent month-to-month
$425/month if you sign a 6-mo. lease
Near Garden of the Gods Road

$295
325
375
325
300
308
348
+ 385
$2,661

(sample)

AVERAGE = TOTAL ÷ NUMBER OF LISTINGS

AVERAGE = $2661 ÷ 8

AVERAGE = $332.63

MEDIAN = NUMBER IN MIDDLE

295 308 325 325 348 375 385

MODE = $325.

MEDIAN = $325.

TITLE OF LESSON: Coupon Clippers Colossal Cash Craze

OBJECTIVES:

To have each student develop an awareness of coupons in the newspaper.

To have the students add, subtract, multiply, and divide using coupons in the paper.

The students will sort coupons into categories (household, beverages, snack items, pet care, cereal, etc.) to work on thinking skills.

MATERIALS:

Cut out coupons from newspaper in Ziplock bags

Notebook paper and pencil

Learning Center folder (if necessary)

Activity cards made from construction paper

PROCEDURES:

1. The student will complete the activities listed on the poster board with coupons as his/her first task.

2. The student will choose at least five (5) different activity cards from which he/she will answer the questions.

3. The student will record his/her answers on his/her notebook paper, along with the number of the activity card, his/her name, and the date.

4. If the student used any coupons, he/she will cut out coupons from the paper and put them back into the coupon bag.

5. The student will turn in his/her answers to the Coupon Bin on the back of the poster board.

EVALUATION:

The teacher may want to look at the answers from the poster board activity first; there are programmed "correct" answers for those questions. You may wish to discuss with the student that student's answers, and then see how the student completed the other activity cards. See where the student is weak, and try to develop additional activities for that weakness. Praise the student's strengths!

EXTENSION:

Use on special holidays (Halloween, Thanksgiving, Christmas, Easter, Mother's Day, Father's Day, birthdays, etc.). Cards may be made accordingly. Have cards for high, medium, and low abilities of students.

SAMPLE QUESTIONS AND DIRECTIONS FOR "COUPON CLIPPERS COLOSSAL CASH CRAZE"

A. Search through the newspaper and the coupon ads, and cut out any coupons. (If you are doing coupon ads, only take one "package" or set of them). Place them in the coupon bag.

B. Use a clean piece of paper for the rest of the work in this center.

1. PROBLEM 1: Add all the coupons on the Coupon Math Center Poster. (Show all work on your paper). This will give you a total savings in coupons.

Example: $ .40
.10
.15
.35
.20
+ .15
$1.35

$1.35 savings in coupons

2. PROBLEM 2: Add the savings of the coupons which have expiration dates. ★ (same example as above but with exp. dates)

3. PROBLEM 3: Add the savings of the coupons which do NOT have expiration dates.
★ (etc.)

AND THEN:

4. PROBLEM 4: Subtract the difference between the coupons with and without expiration dates.

★ Example: With exp. dates $ 2.50
Without exp. dates −1.75
$ .75

5. PROBLEM 5: Add the total savings from problems 1, 2, and 3.

★ Example: Problem #1 $1.35
Problem #2 2.50
Problem #3 +1.75

6. CHOOSE 5 Activity Cards and complete them.

TURN YOUR WORK IN TO ..... (wherever)

★ You may or may not choose to show examples for steps 2-5

SAMPLE QUESTIONS/DIRECTIONS FOR ACTIVITY CARDS

"Coupon Clippers Colossal Cash Craze"

Sort coupons into categories (such as household products, pet care, beverages and soft drinks, snack items, cereal, etc.). Add up the coupon savings for each group of products. Total all the products' savings.

Find all the 15¢ coupons you can. Then find all 20¢, 25¢, and 35¢ coupons. Sort them according to categories. See how many 15¢ coupons there are in each category. Then see how many 20¢, 25¢, and 35¢ coupons there are in each category. Make lists of categories and number of "cents-off" coupons for each category. Average the total number of coupons and find out what the average savings is for each category.

15¢

Kraft Barbeque Sauce
Kraft Mayonnaise
6-pack Candy Bars
Dixie Livingware Plates, Cups or Bowls
Cool Whip

20¢

Dial bath soap
Heinz 57 Sauce

25¢

Food items: Stuffin' Burgers; Froot Loops (cereal); Kraft "Pour on the Cheese" topping

Beauty, Health items: Dial deodorant; Sine-Off

Clover Club Potato Chips (snack item)

Snack items: 25¢, 15¢, 10¢, 25¢, 30¢, 40¢, 10¢, 20¢, 25¢, 15¢

Average coupon savings = 21.5¢

10 | 2.15 = .215

-20
15
10
50

Get all the cereal coupons you can. Find what the highest coupon savings is and the lowest savings. Put the coupons in order from lowest to highest. Find the mode (the number which appears most often) and the median (the number in the middle of the list). Which cereal advertises the most and has the most coupons in the paper?

Which cereal company (manufacturer) has the most coupons? (Kelloggs, Post, General Foods, etc.) How much did they save the consumer in coupons (out of your coupons)?

Sort through the coupons and find all the household items. Which item appears most often? Why do you think that coupon appears the most? What item appears least often? Why do you suppose that item doesn't have many coupons for it?

ETC., ETC., ETC.

MISCELLANEOUS IDEAS FOR OTHER SUBJECTS:

MATH

Use grocery ads and come up with different amount the students can spend. Have them plan a menu for a special event or picnic, special holiday, etc. and then shop in the paper, using the ads. Cut out the product, the price, and total the final amount. You may also have them find specific items in each category of food (4 food groups), list their food in food groups, and total each food group, then total the entire amount spent.

Use special advertisements for Christmas, Halloween, Thanksgiving, etc. Have students cut out items they want to give as presents to others, and then keep themselves. Total the amount spent. On gift items, have them list who the gift is for, and how much was spent totally. Give them a price limit and don't let them go over it.

Grocery ads are nice for decimal work. They also can multiply and divide using grocery ads. (Roast beef is $.25 per pound; you buy 5 lbs.; how much did you spend? OR Tomatoes are 6 for $1.00. How much is each tomato?)

SCIENCE AND SOCIAL STUDIES

Collect articles on specific topics (CSOC, Olympic Training Center, Space Shuttle, NASA, etc.) and either categorize, organize, analyze, or evaluate using whatever criteria you desire. Students also can write paragraphs or essays on information they have collected, or they can collect articles and pictures and make a collage from their specific topic.

Make collages from pictures, articles, and words dealing with specific Science-related topics; also can be used for Health (drugs, alcohol abuse, etc.) and Social Studies topics.

Use a United States map (have small ones copied off). Have students use the newspaper and cut out names of cities and states. Paste them onto the U.S. map in the correct place.

Use a World map and do the same as above. Have students use another map, the encyclopedia, or an atlas to find where the country/city is located, then place on their world map.

Arrange cities of the U.S. in alphabetical order. Do the same with foreign cities or foreign country names. Then have students locate (on a large map or in an atlas) where the cities/countries are.

Check other newspaper booklets (handouts) for many more ideas!